Program Information & Skill Alignment Chart for:
Collision Repair – CIP Code 47.0603
Willow Street Campus

Form to be submitted to IU 13 with PIF

Program Description	• Perform necessary processes using state-of-the-art welding, refinishing, and painting equipment. • Diagnose damage and estimate repairs to frame, unibody, and suspension. • Experience the thrill of repairing real vehicles to a pre-accident condition.	
Program Information (costs, certifications, uniform)	Textbooks- (Provided to Students): Uniforms • Students need to purchase 2 or more shirts and pants to comply with uniform cleanliness standards. • Students also need to purchase leather work boots. • The school will provide all tools required for the completion of each technical program. Some programs may require students who choose to participate in Cooperative Education to purchase their own tools prior to employment Program Opportunities/Certifications • OSHA • ICAR Certifications	
Program Outline & Pathways	State Program of Study Task Outline • Safety • Vehicle Design and Construction • Panel Placement and Alignment • Trim and Hardware • Metal Finishing • Body Fillers • Glass and Hardware • Structural Component Repair and Damage Analysis • Structural Straightening • Corrosion Protection • Welding • Cutting Processes • Refinishing & Equipment Safety • Automotive Finishes • Surface Preparation • Refinishing Equipment & Paint Area • Refinishing Operations • Blending Operations • Detailing • Estimating Damage Analysis • Plastic Repair • Restraint Systems • Advanced Technology	Careers Pathways: • Automotive Parts Salesperson, OJT • Body Shop Supplies Salesperson, OJT • Collision Technician, OJT • Custom Accessories Installer, OJT • Estimator, OJT • Glass Installer, OJT • Reconditioner, OJT • Refinishing, OJT *OJT- On-the-Job Training:

Other Information *Include Articulation Agreements*	• Student to teacher ratio is 25:1 <u>SOAR Articulation</u> SOAR is a Pennsylvania Department of Education (PDE) program which enables high school students who successfully complete a PDE approved career and technical program to earn college credits. The number of credits available varies by school, program and from one school year to another. Please discuss these options with your counselor.

Student Name: _____ District: _____

Skill Alignment Chart for:
Collision Repair – CIP Code: 47.0603

Educational and Physical Attributes	Program Expectations	Present Education Level and Current Supports
Program Safety / Physical Considerations	• Lifting • Bending • Kneeling • Standing for extended periods • Good hand-eye coordination • Fine motor skills • Repetitive tasks • Constant awareness of surroundings	
Action/Need:		
Program Environment Indoor/outdoor Dust/dirt/fume/noise etc. Layout of room – theory/lab	• Mostly indoor, some outdoors • High dust levels • High dirt levels • High fume levels • High noise levels • **SAFETY MEASURES MUST BE FOLLOWED** • Layout includes, Theory room, shop area, paint area, wash bay, paint booths, paint mixing room.	
Action/Need:		
Typical level of support	At CTC, we have itinerant IU13 support teachers and paraeducators. In the itinerant model, the support teachers have multiple programs and provide check-ins during the day. The itinerant model does not include co-taught classes where teachers are in classes for extended periods of	

	time. IU13 paraeducators also support several teachers, spreading out their day between multiple programs. The learning center is available at scheduled times for testing accommodations, study/instructional groups, and work completion support. Since time there takes away from lab time, students are encouraged to use it strategically.	
Action/Need:		
Reading / ELA Levels: *Examples:* • Follow written directions for panel and part removal • Reading and understanding repair estimates • Reading operating procedures • Reading and comprehending Technical Data Sheets for product usage and mixing	ICAR online learning modules. • Explain main ideas and draw accurate conclusions after reading text • Learn and apply content specific symbols correctly • Apply content specific vocabulary correctly • Read and be able to apply manufacture repair procedures • Comprehend written text, tables, and charts to diagnose and repair issues • Summarize information from multiple sources • Follow complex multi-step procedures independently to solve problems	
Action/Need:		
Writing Levels: *Examples* • Work logs for customers • Repair orders • Estimates • Email composition to customers	• Legible handwriting • Sentence composition • Keeping accurate work logs for customers to document the work performed • Completing work orders	
Action/Need:		
Math Levels: *Examples* If 60 ounces of sprayable material are necessary to	• Addition • Subtraction • Multiplication • Division	

complete the paint work on a vehicle and the paint being used is mixed in the following proportion: Paint-3 parts Activator-2 parts Reducer-1 part How many ounces of each item will be required? If the parts to repair a vehicle cost the shop $7,100 and they mark the parts up 40%. What should the customer be charged for the parts?	• Basic Algebra • Basic Trigonometry • Calculating ratios for mixing paint • Calculate repair estimates, part mark up and sales tax • Reading and understating diagrams and calculate measurements for point to point based off given information • Calculating time for flash and cure times for painting • Calculate in millimeters, ounces, or grams • Measurement using a variety of equipment and increments of measure (degrees, mm, inches etc.)	
Action/Need:		
Science Levels: *Examples* • Structure of metals and plastics • Chemical compositions for repair and paint applications • Understanding pH levels for detailing	• Basic Physics • Basic Chemistry	
Action/Need:		
Theory time	• Approximately 1-2 hours per day.	
Action/Need:		
Homework *Amount per night*	• Approximately 1 hour per night. • Vary due to student aptitude and time management at the CTC.	
Action/Need:		

Lab Time *Guided vs Independent Work*	• Approximately 4 hours per day. • All expectations for skills are provided in written format. Student is responsible for independent practice using the resources provided with teacher available to answer questions. • Most skills require group work with peers to practice as much as needed as long as they are completed by the due date • If skills are completed late, points will be deducted • One-on-one testing with the teacher when student is ready	
Action/Need:		
Tests *NOCTI testing – Y/N* *Frequency of tests/quizzes*	• NOCTI Pre and Post Tests • ICAR Certifications (Incorporated into the curriculum) • Approximately 1 test per week	
Action/Need:		
Behavioral Expectations *Executive Function* *Organizational skills*	• All students are expected to act in a professional manner at all times • Strong organizational skills • Strong time management • Strong work ethic • Trustworthy • Detail-oriented • Communication and people skills (easy to talk to and comfortable with close interaction) • Compassionate with a desire to help others • Good listener • Self-motivated and ambitious • Positive attitude • Must work well with others • Excellent attendance required for success • Dedication to comprehension and studying of material • Ability to adapt to change	
Action/Need:		

Other *Technology skills specific to the program.* *Additional skills that are valuable for program success.*	• Use of school issued Chromebook • Navigation of Canvas learning management platform • Web navigation • Email management • Ability to learn and navigate new software systems	
Action/Need:		

*District Representative Signature*_____ *Date* _____